



COURSE SYLLABUS

Course: Fire Inspector 1A: Fire Inspection Fundamentals CFSTES
Hours: 32:00 (29:00 = instruction / 3:00 = testing)
Designed For: The entry-level fire inspector
Description: Upon completion of this course, the student will have a basic knowledge of certification and capstone testing and the role of the fire inspector including: the inspection process; how to investigate, document and resolve complaints; the legal process as it relates to the role of the fire inspector; permit types and processes; plan review; and public education including its purpose and how to evaluate needs and select a delivery model.
Prerequisites: None
Passing Criteria: 80%
Certification: Fire Inspector I
Class Size: 30
Restrictions: None

REQUIRED STUDENT MATERIALS	EDITION	PUBLISHERS
▪ California Fire Code	current	International Code Council (ICC)
▪ Fire Inspection and Code Enforcement	7th	IFSTA
REQUIRED INSTRUCTOR MATERIALS	EDITION	PUBLISHERS
▪ California Building Code	current	International Code Council (ICC)
▪ California Fire Code (w/ Title 19 excerpts)	current	International Code Council (ICC)
▪ California Code of Regulations (CCR) Title 19	current	Online: www.oal.ca.gov/publications.htm Print: Barclays (www.west.thompson.com)
▪ Inspection and Code Enforcement Instructor Resource Kit	7th	IFSTA
▪ Ethical Practices Inventory		
▪ Value cards		

Comment [ALS1]: Action Item
Mark will provide the contact information for obtaining this material.

Comment [ALS2]: Action Item
Mark will provide the contact information for obtaining this material.

FIRE INSPECTOR 1A: FIRE INSPECTION FUNDAMENTALS COURSE SYLLABUS

Course Objectives: to provide the student with...

- A basic knowledge of the role of the fire inspector
- A basic knowledge of the inspection process
- A basic knowledge of how to investigate, document and resolve complaints
- A basic knowledge of the legal process as it relates to the role of the fire inspector
- A basic knowledge of permit types and processes
- A basic knowledge of plan review
- A basic knowledge of public education including its purpose and how to evaluate needs and select a delivery model

Course Content.....29:00

Unit 1: Introduction

Topic 1: Orientation and Administration0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to

Enabling Learning Objectives (ELO):

1. text

Discussion Questions

1. [text]

Activities

1. [text]

Evaluation: [text]

Topic 2: Fire Prevention Certification Process.....0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to

Enabling Learning Objectives (ELO):

1. Understand different levels of certification

2. Understand the capstone testing process

Discussion Questions

1. [text]

Activities

1. [text]

Evaluation: Formative Test, Summative Test

Unit 2: Role of the Fire Inspector (CTS: 1-1 and 1-3)

Topic 1: Commonly Used Terminology.....1:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to define common terms found in commonly-used fire prevention codes and references.

Enabling Learning Objectives (ELO):

1. Define common terms and definitions found in the current

- California Building Code
- California Fire Code
- NFPA 1031
- *Fire Inspection and Code Enforcement* (IFTSA)

Discussion Questions

1. What is the difference between “occupancy” and “use”?
2. What is the difference between a “code” and a “standard”?

Activities

(Instructor to develop)

1. Match definitions to terms

Evaluation: Formative Test, Summative Test

Topic 2: Inspections and Compliance Methods1:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe the need for inspections and code compliance methods.

Enabling Learning Objectives (ELO):

1. Describe the need for inspections, including:

- Enhance fire and life safety
- Reduce community risk
- Improve firefighter safety

2. Describe methods for obtaining code compliance, including:

- Education
 - Explaining the benefits of code compliance
 - Teaching the building/property owner throughout the inspection process to achieve behavior modification
 - Motivating self-regulation and compliance because the building/property owner now understands the value of compliance
- Engineering

- Alternate means and methods
- Enforcement
 - Inspection warrants
 - Appeals

Discussion Questions

1. What are the different aspects of education, engineering and enforcement?
2. What components are necessary to justify an inspection warrant?
3. Discuss case law established through *See vs. Seattle* (1967)

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Topic 3: Legal Responsibilities and Authority3:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to identify inspection authority and regulatory requirements as well as an AHJ's liability for failure to perform.

Enabling Learning Objectives (ELO):

1. Identify the inspection authority in the California Health and Safety Code
 - 13145
 - 13146
 - 13143
 - 17921
2. Identify the regulatory requirements found in:
 - California Code of Regulations (CCR) Title 19 (Public Safety)
 - CCR Title 24 part 2 (Building Code)
 - CCR Title 24 part 2.5 (Residential Code)
 - CCR Title 24 part 9 (Fire Code)
 - Local adoption and enforcement authority
3. Describe the jurisdictional organizations other than the fire department that have requirements or conduct inspections related to fire prevention and life safety, including:
 - Building department
 - Planning department
 - Public works engineering
 - Water department
 - Law enforcement
 - Division of Occupational Safety and Health (elevators)
 - Office of Statewide Health Planning and Development (OSHPD) (hospitals)
 - Division of the State Architect (DSA) (public schools)
4. Identify the additional jurisdictional organizations that have requirements or conduct inspections relating to the wildland urban interface environment, including:
 - Other local fire agencies
 - CalFire
 - U.S. Forest Service
 - Bureau of Land Management
 - Park Service (state or federal)
 - Department of Fish and Game
 - California Coastal Commission
 - Fire Safe Council
5. Identify an AHJ's liability for failure to perform
 - Ministerial actions
 - Discretionary actions

- *Widmar vs. Marysville* (fire = 1974 / resulting law = 1984)

Discussion Questions

1. Can a fire inspector be held liable for negligence?
2. What occupancies does the state regulate?
3. Where does a fire inspector get his or her authority?

Activities

1. Give a list of different occupancies, identify who does the inspection, what document gives that agency inspection authority, and the required inspection frequency.

Evaluation: Formative Test, Summative Test

Comment [ALS3]: Action Item
Rocque will write this.

Topic 4: Codes and Standards.....1:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to identify common codes and standards used in fire prevention and other California adopted codes, standards and statutes, and that code adoption processes vary by jurisdiction.

Enabling Learning Objectives (ELO):

1. Identify commonly-used codes and standards published by:
 - International Code Council (ICC codes)
 - National Fire Protection Association (NFPA standards)
2. Identify codes and standards adopted as part of CCR Title 24 by the California Building Standards Commission, including:
 - California Building Code (part 2)
 - California Residential Code (part 2.5)
 - California Fire Code (part 9)
3. Identify other codes and standards adopted in California as part of CCR Title 24, including:
 - California Electrical Code (part 3)
 - California Mechanical Code (part 4)
 - California Plumbing Code (part 5)
 - California Energy Code (part 6)
 - California Elevator Safety Construction Code (part 7)
 - California Historical Building Code (part 8)
 - California Code for Building Conservation (part 10)
 - California Reference Standards Code (part 12)
4. Identify statutes that relate to fire protection, including:
 - California Government Code (GC)
 - California Health and Safety Code (HSC)
 - California Public Resources Code (PRC)
5. Describe jurisdictional local code adoption processes and specific statutory justifications for amending state codes requirements, including:
 - Geographic conditions
 - Topographic conditions
 - Climatic conditions

Discussion Questions

1. What is the difference between a statute and a regulation?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Topic 5: Ethics.....5:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to understand ethics-related terminology and describe how ethical decision-making and behavior impact a fire inspector's work environment.

Enabling Learning Objectives (ELO):

1. Identify definitions and terminology, including but not limited to:
 - Ethics
 - Core values
2. Describe how one's ethics and core values impact the work environment
3. Describe the ethical aspects of:
 - Code enforcement
 - Gifts and gratuities
 - Professional decorum
4. Describe decision-making models and systems, including:
 - Principle-centered decision making

Discussion Questions

1. When is it acceptable to receive a "gift" during a fire inspection?
2. If the inspector knows the business operator or owner personally, what practical steps should he or she take when conducting an inspection?

Activities

1. Ethical Awareness Inventory
2. Value cards
3. Case studies

Evaluation: Formative Test, Summative Test

Comment [ALS4]: Action Item
Mark will provide.**Comment [ALS5]: Action Item**
(Each person provide one)
Rocque - fireworks
Randy - cultural
Cindy
Rick
Howard
Bill

Topic 6: Incident Reporting.....0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe the purpose of NFIRS and local reporting systems and how they impact fire prevention.

Enabling Learning Objectives (ELO):

1. Describe the type of data collected in a local incident reporting system, including:
 - Incident location
 - Dollar loss
 - Origin and cause
 - Injuries and deaths
 - Fire prevention effectiveness
 - Number of incidents
2. Describe how local incident reporting relates to the National Incident Fire Reporting System (NFIRS)
3. Describe how incident report data (fire trend tracking) ultimately impacts fire prevention

Discussion Questions

1. What are the benefits of sound NFIRS reporting and local reporting systems?
2. What fire prevention activities could you develop to address fire trends identified by local reporting or NFIRS?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Topic 7: Public Education0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe a basic public education campaign.

Enabling Learning Objectives (ELO):

1. Describe the public education process, including:
 - Assessing community risk (wildland urban interface, industrial, elderly populations, school-aged children, etc.)
 - Developing content to address the identified issue
 - Choosing a delivery model (public speaking, presentations, etc.)

- Creating awareness through message delivery
- Evaluating impact

Discussion Questions

1. What are the demographic-specific educational issues in your community that you might need to address?
2. What information and materials should a fire agency prepare in advance of an emergency?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Unit 3: Inspections (CTS: 1-2 and 1-4)

Topic 1: The Inspection Process4:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to prepare for, carry out, document and report on, and follow up on an inspection.

Enabling Learning Objectives (ELO):

1. Describe preparations for an inspection, including:
 - Reviewing past records
 - Reviewing last inspection date
 - Reviewing past violations and compliance
 - Gathering necessary records or checklists
 - Gathering safety equipment and clothing appropriate for the inspection conditions
 - Making an inspection appointment if necessary
2. Describe the physical inspection process, including:
 - Making introductions and stating inspection purpose
 - Gaining right of entry (voluntary)
 - Obtaining an inspection warrant (if owner refuses entry)
 - Verifying the occupancy
 - Determining if there is a change of use or occupancy
 - Inspecting the building in an orderly manner (systematic approach)
 - Inspecting operational and hazardous processes
 - Reviewing inspection findings and compliance requirements with occupant
 - Provides an opportunity to educate toward behavior modification
3. Describe documenting and reporting an inspection, including:
 - Identifying document template types, including:
 - Notices of violation
 - Notice and orders
 - Occupancy-specific violation checklists
 - Writing the report which may include:
 - Violations observed
 - Corrective action
 - Time allowed for compliance
 - Code sections (if applicable)
 - Ensuring proper documentation, accuracy and completeness
 - Use clear writing, and proper grammar and spelling
 - Identify premise, owner and contact information
 - Identify violations, code sections cited and descriptions
 - Identify applicable codes and standards
 - Identify a timeframe for violation compliance
 - Identify penalties for failure to correct violations
 - Realize that others will read and use your documents

- Realize that initial inspection reports can become part of a legal process
- Distributing the report
- 4. Describe the inspection report follow-up process, including:
 - Documenting remaining violations and issuing additional notices of violation as necessary
 - Re-inspection to confirm violation correction
 - Documentation to verify compliance with violations
- 5. Describe how to document violations:
 - Require immediate compliance for imminent hazards
 - Allow 15-30 days for compliance after first inspection for standard violation
 - Allow 15-30 days after re-inspection for standard violations
 - Take legal action in conformance with agency requirements for failure to comply

Discussion Questions

1. What are the advantages of a checklist?
2. What are the disadvantages of a checklist?
1. When should an inspector provide a verbal notice of a hazard and not document the violation?
2. What documents should an inspector review prior to the inspection?

Activities

(Instructor to develop)

(Homework assignment – probably not able to complete in class)

1. Using an actual inspection report as an example, provide students with different violations from an inspection and have each student write their own report about one violation.

Evaluation: Formative Test, Summative Test

Topic 2: Confidentiality and Privacy Requirements.....0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to identify agency policies on public records and an organization's right to maintain trade secrets, and describe aspects of anonymity and confidentiality related to inspection documents.

Enabling Learning Objectives (ELO):

1. Describe how to obtain agency policies on which records are considered public records
2. Describe a company's right to maintain trade secrets (processes and ingredients/components)
3. Describe a complaining party's right to remain anonymous when reporting a violation
4. Describe how documents related to active inspections and code violations must remain confidential without specific court orders if a violation may result in legal action

Discussion Questions

1. When is an inspection history confidential?
2. What information should remain unavailable to the public?
3. What does a business have to do to protect its trade secret processes?
4. How is CUPA involved with confidentiality and privacy requirements?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Unit 4: Complaints (CTS: 1-7)

Topic 1: Investigation and Documentation0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to receive and document a complaint, check records for similar violations, validate a complaint, maintain compliant confidentiality, and describe how political pressure can influence the complaint process.

Enabling Learning Objectives (ELO):

1. Describe how to properly receive and document a complaint
2. Describe how to check records for similar violations

3. Describe how to validate a complaint (inspection vs. records search)
4. Describe how to maintain complainant confidentiality
5. Describe the influences of political pressure

Discussion Questions

1. How would you prioritize a complaint received?
2. How would you respond to a non-fire-hazard complaint?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Topic 2: Resolution Procedures.....0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to resolve a complaint or refer it to the appropriate agency.

Enabling Learning Objectives (ELO):

1. Describe how to determine the appropriate agency to act on the complaint
2. Describe how to refer a complaint to the appropriate agency
3. Describe how to act on a complaint
4. Describe how to issue a notice of violation for a validated complaint
5. Describe how to follow up to confirm compliance

Discussion Questions

1. What types of complaints would an inspector refer to another agency or department?
3. What are the steps in a complaint resolution process?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Unit 5: Legal Proceedings (CTS: 1-8)

Topic 1: Overview of the Legal Process.....0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe and identify various terms and legal processes.

Enabling Learning Objectives (ELO):

1. Describe how to consult agency legal counsel
2. Describe the difference between criminal and civil proceeding
3. Describe case preparation
4. Describe case filing (agency initiation) vs. subpoena (external initiation)
5. Identify common terminology used in legal proceedings, including:
 - Deposition
 - Testimony
 - Judgment
 - Subpoena
 - Expert testimony
6. Describe the influence of political pressure
7. Describe indirect documents (emails, phone records, etc.)

Discussion Questions

1. When should a fire inspector seek legal counsel?
2. Who should be notified if a fire inspector receives a subpoena?
3. During a deposition, should a fire inspector make statements without legal counsel present?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Topic 2: Report Preparation0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to properly prepare a report for court including maintaining confidentiality, compiling records, developing timelines, collecting supporting documents, and responding to requests for legal and certified documents as required by agency counsel.

Enabling Learning Objectives (ELO):

1. Describe how to maintain confidentiality
2. Describe how to compile all case-related records
3. Describe how to develop timelines documenting enforcement activities
4. Describe how to collect supporting documents
5. Describe how to respond to a request for all legal and certified documents as required by agency counsel

Discussion Questions

1. What are the steps in preparing documents for court?
2. Who should review the documents prior to their release?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Topic 3: Facts vs. Opinions0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to identify the differences between facts and opinions.

Enabling Learning Objectives (ELO):

1. Identify facts as documentation, including:
 - Physical evidence
 - Photographs
 - Witness statements
 - First responder statements
2. Identify opinions as not admissible, including:
 - Personal biases
 - Hearsay
 - Irrelevant statements
 - Exception: Expert witnesses can give an opinion that is admissible

Discussion Questions

1. What are examples of facts as related to a fire inspection?
2. What are examples of opinions that should not influence a case?
3. When should a fire inspector give an opinion?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Topic 4: Subpoenas, Testimony and Depositions1:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to respond to a subpoena and give testimony or a deposition.

Enabling Learning Objectives (ELO):

1. Describe the use of a subpoena, including:
 - Court-ordered
 - Used to collect evidence in a case
2. Describe the purpose of a preliminary meeting with counsel prior to deposition or testimony
3. Describe a deposition, including:

- Court-ordered
 - Takes place outside courtroom
 - Sworn in and recorded
 - Both counsels present
 - No jury
 - Examined and cross examined
 - Transcription reviewable
 - Becomes a legal document, admissible in court
4. Describe testimony, including:
- Inside courtroom
 - Sworn in
 - Judge and/or jury present
 - Examined and cross examined

Discussion Questions

1. In what situation might someone order a deposition?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Topic 5: Courtroom Demeanor and Appearance0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to prepare to properly provide testimony in a courtroom setting.

Enabling Learning Objectives (ELO):

1. Describe proper courtroom demeanor and appearance, including:
- Wearing appropriate attire
 - Being well groomed
 - Using a professional tone of voice
 - Restraining unnecessary body language
 - Maintaining direct eye contact
 - Maintaining a professional attitude (argumentative vs. pleasant)
 - Answering all questions truthfully
 - Allowing objection time between question and answer
 - Avoiding volunteering information
 - Moderating reactions to questions and activities during testimony

Discussion Questions

1. What is appropriate attire for a court appearance?
2. When should a fire inspector interrupt an attorney during testimony?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Unit 6: Permits (CTS: 1-5)

Topic 1: Fire Code Permit Types1:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe construction and operational permits and permitting requirement thresholds.

Enabling Learning Objectives (ELO):

1. Describe construction permits (California Fire Code)
2. Describe operational permits (California Fire Code)
3. Describe permitting requirement thresholds

Discussion Questions

1. What are examples of operational permits in your local community?
2. What types of construction permits does the California Fire Code regulate?

Activities

1. Activity 6-1: Fire Code Permit Types

Evaluation: Formative Test, Summative Test

Topic 2: Permit Application and Inspection Process.....1:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe the components of a completed application, how to maintain permits and documentation, the conditions that prevent issuing or dictating revocation of a permit, and the construction and operational permit processes.

Enabling Learning Objectives (ELO):

1. Describe the components of a completed application, including:
 - Contact information
 - Project description
 - Licensing information
 - Workers compensation insurance
 - Fee payment prior to issuing permit
2. Describe how to maintain permits and documentation
3. Describe conditions preventing issuance or dictating revocation of a permit
4. Describe the construction permit process, including:
 - Plan submittal
 - Plan review
 - Approval or correction
 - Permit approval, project inspections
 - As-built drawings
 - Completion record, final
5. Describe the operation permit process, including:
 - Documentation submittal (plans and processes)
 - Site inspection
 - Permit approval

Discussion Questions

1. What are some typical operational permits?
2. Under what conditions should a fire inspector deny or revoke a permit?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Unit 7: Plan Review (CTS: 1-6 and 3-5)

Topic 1: Purpose of Plan Review.....0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe the purpose of plan review.

Enabling Learning Objectives (ELO):

1. Describe the purpose of plan review, including:
 - Documenting proposed activities for construction or modifications (tenant improvement) to a location regulated by the California Building Code and California Fire Code
 - Identifying the project designer and installer
 - Discovering discrepancies or omissions in the design that must be changed prior to project approval
 - Ensuring compliance with applicable codes, standards and practices
 - Approving a construction project or a process

- Issuing a permit for an activity or process

Discussion Questions

1. What is the primary purpose of plan review?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Topic 2: Activities that Require Plans Submittal0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to identify the activities or projects that require plan submittal.

Enabling Learning Objectives (ELO):

1. Describe the activities that would require the submittal of a set of plans:
 - New construction
 - Modifications to an existing structure (including tenant improvement)
 - Change of occupancy
 - Change in operational use

Discussion Questions

1. What activities do not require a construction permit?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Topic 3: Basic Components of Construction Documents.....1:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to identify construction documents, plan components, common fire protection symbols and terminology, and will be able read plans for fire protection systems.

Enabling Learning Objectives (ELO):

1. Identify construction document types, including:
 - Plans
 - Cut sheets
 - Calculations
 - Technical reports
 - Specifications
2. Identify plan components, including:
 - Title sheet
 - Table of contents
 - Scope of work
 - Designer's information
 - General conditions
 - Compass point
 - Revision block
 - Key plan
 - Deferred submittals
 - Title block (all sheets)
 - Scale (all sheets)
 - Views
 - Plan
 - Elevation
 - Section
 - Detailed
3. Identify common fire protection symbols and terminology related to:

- Fire alarms
 - Fire sprinklers
 - Special systems
 - Fire protection
 - (See NFPA 170)
4. Describe how to read and comprehend plans for fire protection systems
- Discussion Questions
1. What is the difference between plan view and elevation view?
 2. Where would you find installation details for a commercial hood system in a set of plans?
- Activities
1. Given a set of plans, identify the key components, symbols, and terminology.
- Evaluation: Formative Test, Summative Test

Comment [ALS6]: Action Item
We will provide the plans to the instructor. Where do we get them from?

Unit 8: Public Education (CTS: 2-1)

Topic 1: Purpose and Value0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe the purpose and value of public education.

Enabling Learning Objectives (ELO):

1. Describe the purpose and value of public education, including:
 - Creating awareness
 - Educating and informing the public
 - Changing behavior
 - Creating public relations

Discussion Questions

1. What is the purpose of public education?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Topic 2: Community Needs Evaluation0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to evaluate community public education needs.

Enabling Learning Objectives (ELO):

1. Describe how to use demographics
2. Identify geographical features
3. Identify climatic conditions that pose a threat to the community
4. Identify conditions in the wildland urban interface that pose a threat to the community
5. Identify special hazards that exist in the community

Discussion Questions

1. How does the cultural makeup of your audience impact your public education needs?

Activities

1. To be determined by instructor.

Evaluation: Formative Test, Summative Test

Topic 3: Public Education Delivery Models1:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to select a delivery method and evaluate the effectiveness of a public education campaign.

Enabling Learning Objectives (ELO):

1. Identify ways to deliver public education, including:
 - Community meetings

- Government meetings
 - School presentations
 - Lectures
 - Seasonal events
 - On-site training at a specific location or hazard
 - Print and web articles in community publications
 - Public service announcements (PSA)
2. Describe evaluating the outcome of a public education message, including:
- Identifying loss reduction
 - Identifying risk reduction
 - Measuring outcomes against goals and objectives and interpreting results
 - Soliciting participant feedback
 - Determining the need for program modification

Discussion Questions

1. When should an inspector prepare a PSA?

Activities

(Instructor to develop)

1. Given a finding from a community risk analysis, determine the best way to deliver a public message to your target audience.

Evaluation: Formative Test, Summative Test

Activity 6-1: Fire Code Permit Types

Identify which activities or operations require an operational permit and which require a construction permit.

Activity or Operation	Required Permit	
1. Spraying or dipping	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
2. Aviation facilities	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
3. Exhibits and trade shows	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
4. Combustible Fibers	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
5. Flammable liquids	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
6. Floor finishing	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
7. Automatic fire extinguishing systems	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
8. Compressed gas systems	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
9. Lumber yards	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
10. Modifying an alarm system	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
11. Installing a Class B furnace (industrial oven)	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
12. Places of assembly	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
13. Private fire hydrant in a commercial complex	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
14. Waste handling	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
15. Temporary tent installation	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational

Activity 6-1: Fire Code Permit Types

Answer Key

1. Spraying or dipping: C / O
2. Aviation facilities: O
3. Exhibits and trade shows: C
4. Combustible fibers: C
5. Flammable liquids: C / O
6. Floor finishing: O
7. Automatic fire-extinguishing systems: C
8. Compressed gas systems: C / O
9. Lumber yards: O
10. Modifying a fire alarm system: C
11. Installing a Class B furnace (industrial oven): C
12. Places of assembly: O
13. Private fire hydrant in a commercial complex: C / O
14. Waste handling: O
15. Temporary tent installation: C / O